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State of Minnesota

HOUSE OF REPRESENTATIVES

NINETIETH SESSION

H. F. No. 538

01/26/2017 Authored by Christensen
The bill was read for the first time and referred to the Committee on Education Innovation Policy

1.1 A bill for an act
1.2 relating to education; requiring a personal learning plan for third grade students
1.3 who do not read at grade level; requiring that a student who does not meet high
1.4 school standards be informed that admission to a public school is free until age
1.5 21; amending Minnesota Statutes 2016, sections 120B.12, subdivision 3; 120B.125.

1.6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.7 Section 1. Minnesota Statutes 2016, section 120B.12, subdivision 3, is amended to read:

1.8 Subd. 3. Intervention. For each student identified under subdivision 2, the district shall
1.9 provide reading intervention to accelerate student growth and reach the goal of reading at
1.10 or above grade level by the end of the current grade and school year. District intervention
1.11 methods shall encourage family engagement and, where possible, collaboration with
1.12 appropriate school and community programs. Intervention methods may include, but are
1.13 not limited to, requiring attendance in summer school, intensified reading instruction that
1.14 may require that the student be removed from the regular classroom for part of the school
1.15 day, extended-day programs, or programs that strengthen students' cultural connections. A
1.16 student, other than a student under an individualized education program (IEP), who is unable
1.17 to demonstrate grade-level proficiency as measured by the statewide reading assessment in
1.18 grade 3 shall receive a personal learning plan in a format determined by the school or school
1.19 district in consultation with classroom teachers, and developed and updated as needed in
1.20 consultation, to the extent practicable, with the student and the student's parents by the
1.21 classroom teachers and other qualified school professionals involved with the student's
1.22 elementary school progress. A personal learning plan shall address knowledge gaps and
1.23 skill deficiencies through strategies such as specific exercises and practices during and

2.1 outside of the regular school day, periodic assessments and timelines, and may include grade
2.2 retention, if necessary, to meet the student's best interests.

2.3 **EFFECTIVE DATE.** This section is effective July 1, 2017.

2.4 Sec. 2. Minnesota Statutes 2016, section 120B.125, is amended to read:

2.5 **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO**
2.6 **POSTSECONDARY EDUCATION AND EMPLOYMENT; PERSONAL LEARNING**
2.7 **PLANS.**

2.8 (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30,
2.9 subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning
2.10 in the 2013-2014 school year, must assist all students by no later than grade 9 to explore
2.11 their educational, college, and career interests, aptitudes, and aspirations and develop a plan
2.12 for a smooth and successful transition to postsecondary education or employment. All
2.13 students' plans must:

2.14 (1) provide a comprehensive plan to prepare for and complete a career and college ready
2.15 curriculum by meeting state and local academic standards and developing career and
2.16 employment-related skills such as team work, collaboration, creativity, communication,
2.17 critical thinking, and good work habits;

2.18 (2) emphasize academic rigor and high expectations, and inform the student and their
2.19 parent or guardian, if the student is a minor, of the student's achievement level score on the
2.20 Minnesota Comprehensive Assessments that are administered during high school;

2.21 (3) help students identify interests, aptitudes, aspirations, and personal learning styles
2.22 that may affect their career and college ready goals and postsecondary education and
2.23 employment choices;

2.24 (4) set appropriate career and college ready goals with timelines that identify effective
2.25 means for achieving those goals;

2.26 (5) help students access education and career options;

2.27 (6) integrate strong academic content into career-focused courses and applied and
2.28 experiential learning opportunities and integrate relevant career-focused courses and applied
2.29 and experiential learning opportunities into strong academic content;

2.30 (7) help identify and access appropriate counseling and other supports and assistance
2.31 that enable students to complete required coursework, prepare for postsecondary education

3.1 and careers, and obtain information about postsecondary education costs and eligibility for
 3.2 financial aid and scholarship;

3.3 (8) help identify collaborative partnerships among prekindergarten through grade 12
 3.4 schools, postsecondary institutions, economic development agencies, and local and regional
 3.5 employers that support students' transition to postsecondary education and employment and
 3.6 provide students with applied and experiential learning opportunities; and

3.7 (9) be reviewed and revised at least annually by the student, the student's parent or
 3.8 guardian, and the school or district to ensure that the student's course-taking schedule keeps
 3.9 the student making adequate progress to meet state and local academic standards and high
 3.10 school graduation requirements and with a reasonable chance to succeed with employment
 3.11 or postsecondary education without the need to first complete remedial course work.

3.12 (b) A school district may develop grade-level curricula or provide instruction that
 3.13 introduces students to various careers, but must not require any curriculum, instruction, or
 3.14 employment-related activity that obligates an elementary or secondary student to involuntarily
 3.15 select or pursue a career, career interest, employment goals, or related job training.

3.16 (c) Educators must possess the knowledge and skills to effectively teach all English
 3.17 learners in their classrooms. School districts must provide appropriate curriculum, targeted
 3.18 materials, professional development opportunities for educators, and sufficient resources
 3.19 to enable English learners to become career and college ready.

3.20 (d) When assisting students in developing a plan for a smooth and successful transition
 3.21 to postsecondary education and employment, districts must recognize the unique possibilities
 3.22 of each student and ensure that the contents of each student's plan reflect the student's unique
 3.23 talents, skills, and abilities as the student grows, develops, and learns.

3.24 (e) If a student with a disability has an individualized education program (IEP) or
 3.25 standardized written plan that meets the plan components of this section, the IEP satisfies
 3.26 the requirement and no additional transition plan is needed.

3.27 (f) Students who do not meet or exceed Minnesota academic standards, as measured by
 3.28 the Minnesota Comprehensive Assessments that are administered during high school, shall
 3.29 be informed that admission to a public school is free and available to any resident under 21
 3.30 years of age or who meets the requirements of section 120A.20, subdivision 1, paragraph

3.31 (c). A student's plan under this section shall continue while the student is enrolled.

3.32 **EFFECTIVE DATE.** This section is effective July 1, 2017.